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(1901)

TRAINING CLASS MANUALS

# HISTORY of EDUCATION

CONWAY







# TOPICAL STUDIES AND QUESTIONS

—IN—

## HISTORY OF EDUCATION

WITH BRIEF OUTLINES OF

## GENERAL HISTORY

—BY—

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## INTRODUCTORY

In the professional training of teachers the history of education has a recognized value. Aside from the fact that it is a direct reflection of the political and social or religious life of the people, its special value to the teacher is twofold:—(1) in the inspiration and professional enthusiasm resulting from a thorough study of the development of education from its first rude beginnings to the present time; and (2) in the lessons which it teaches by disclosing the results of various systems and methods of education among different peoples and in different ages.

But, incorrectly pursued, the study may fail entirely to produce these two results. The student or teacher who crams into his mind a mass of facts, names, and dates, simply for the sake of passing an examination, defeats entirely the purpose of those authorities who have made this study a professional requirement; such student has memorized a mass of information of less positive value as such than would be the names of all the post-offices in the State in which he lives.

In her work as instructor of training classes in the State of New York, the author has often found it difficult to accomplish the best results in History of Education. This has been due partly to the vague knowledge or appreciation of the world's history previously possessed by her pupils in general, and partly

because no one text-book on History of Education fully covered the ground prescribed by the New York syllabus.

The use of *outline books*, which she found indispensable in the teaching of political history, suggested to her the idea that such might be equally helpful in pedagogical history and led to the production of this little manual.

Among the advantages claimed for this work are:

1. It divides the whole subject of History of Education into convenient, easily-remembered periods, and as far as possible endeavors to make important facts stand out prominently, around which others may be grouped.

2. It sets forth the subject against a background of political history, the few essential facts of which are easily obtained from any brief text on the subject.

3. It forces the pupils to connect the political, social, and educational history of nations and to discern the effects which each of these elements had on the others.

4. It presents the topics in logical relation, thus preserving their continuity and relative importance, no matter what works of reference may be used.

5. Pupils are encouraged not alone to study the individual characters and work of a host of educational leaders but to grasp *entire epochs*, noticing the trend of ideas and the advancement in each, and grouping the important names in that period around some leader of educational thought.

6. It enables the teacher to assign very easily a definite amount of matter, not *pages*, to be prepared, and to direct the supplementary reading of the class.



7. The questions for review, pronunciation of words, tables, etc., will, it is hoped, facilitate the work of the class.

8. In short, the book aims to present the subject so as to secure the manifold advantages of the *topical method* of study or recitation—a method which is most highly endorsed by all educators.

ALBANY, N. Y., July, 1901.

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NOTE—It will be necessary for each pupil to be provided with a good text-book on History of Education, and to have access to several others and to as many of the works mentioned under “suggested reading” as may be practicable. Sonnenschein’s “Cyclopaedia of Education” will prove valuable for reference. Each pupil should also have access to some brief work on General History.



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# EPOCHS IN EDUCATIONAL HISTORY

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I. Oriental: Egypt, China, India, Persia, the Israelites.

From the dawn of history to the beginning of the Christian era, or, in some instances, to the present time.

II. Classical: Greece and Rome, 1100 B. C. to 476 A. D.

III. Medieval.

1. Earliest Christian period.

1st century A. D. to 800 A. D.

2. Period of Charlemagne's influence.

800 A. D. to 900 A. D.

3. Period of the supremacy of Feudalism.

900 A. D. 1200 A. D.

4. Period of the universities and scholasticism.

1200 A. D. to 1500 A. D.

IV. Modern.

1. Period of the humanistic reformers or the Renaissance—1500 to 1600.

2. Period of the Innovators or the reaction—1600 to 1700.

3. Period of revolutionary ideas—1700–1800.

4. Nineteenth century period—1800–1900.

[NOTE.—It is possible to criticise the above divisions of the subject, but its leading purpose is to enable

students to notice great changes and developments and to localize them as far as possible by centuries. If classical Roman and early Christian periods overlap, it is true also that these two systems were, during several centuries, contemporary. It will be well to observe that scholasticism and the universities began earlier, and that feudalism lasted later than 1200. It is clearly impossible to make any sharp dividing line between great historical periods, and particularly between periods in the development of thought.]

## FIRST EPOCH

### ORIENTAL EDUCATION: FROM THE DAWN OF HISTORY TO THE PRESENT TIME

#### China

1. Historical background
  1. antiquity of China
  2. Confucius (Con-fū'-she-us)
    1. his writings and influence
    2. the Chinese "classics"
2. Social characteristics of the Chinese
  1. political policy
  2. Moral and religious ideas
3. Education
  1. importance in China
  2. aim
  3. early development
  4. present status
    1. discipline and management of schools
    2. subjects of study
    3. female education
  5. merits and defects of Chinese education
  6. relation of Chinese education to the development of the people.



CONFUCIUS, 550-489, B. C.

## Egypt

1. Historical background
  1. ancient Egyptian kings
  2. decline of Egypt
  3. final conquest by Greeks and Romans
2. Egyptian civilization and religion
  1. castes
    1. priests, soldiers, common people
  2. religion
  3. arts and literature
    1. Egyptian progress in arts and manufactures
    2. forms of writing
    3. knowledge of astronomy, geometry, arithmetic, and medicine
3. Education
  1. aim
  2. correspondence to caste
  3. subjects of study
  4. merits and defects; Egypt's contribution to the world's civilization
  5. relation of education to the development of the people.

## India

1. Historical background
  1. origin of the Hindus; their kinship to Europeans
  2. origin of Hindu castes
  3. Brahmanism and Buddhism
  4. conquest of the Hindus by other peoples
2. Civilization, etc.
  1. castes in India; their character and influence
  2. Hindu forms of worship



3. ethical ideas of the Hindus
3. Education
  1. aim
  2. influence of castes
  3. specific education of each caste
  4. schools
    1. organization and discipline
    2. privileges of teachers
    3. subjects of study
  5. merits and defects; India's contributions to the world's civilization
  6. influence on the present status of the people.

### **Persia**

1. Historical background
  1. rise of Persia
  2. Persia as a world power
  3. downfall of Persia: causes
2. Civilization, etc.
  1. Persian forms of government
  2. religion
  3. literature; the Zend Avesta
3. Education
  1. aim
  2. influence of religion on education
  3. schools
    1. organization
    2. the Magi as teachers
    3. subjects of study
    4. discipline and moral instruction
  4. merits and defects; contribution to the world's civilization

5. influence of Persian education on the development of the people.

### **Jewish, or Hebrew Education**

1. Historical background
  1. patriarchal age
  2. the judges
  3. the Hebrew kings
  4. division of the kingdom
  5. conquests by Greeks and Romans; by the Turks
2. Civilization, etc.
  1. home life of the people
  2. religion of the Jews
  3. their sacred writings
3. Education
  1. aim
  2. influence of family life and religion
  3. earlier Jewish education
    1. extent and aim
    2. subjects of study
    3. instructors
  4. later Jewish education
    1. establishment of schools
    2. courses of study
    3. teachers
    4. the "Talmud"
  5. merits and defects of Jewish education; their contributions to the world's civilization
  6. effects of Jewish education on the development of the people.

### **Questions for review and research**

1. Compare the ideals of life in the different Oriental nations; which had the highest ideal?

2. Name six subjects of study for which we are indebted to these nations.

3. Which of these nations, in your opinion, has had the most lasting influence on the civilization of the world?

4. Was physical training a feature of education in any Oriental nation? Give reason for this.

5. Which form of education may be called *ancestral*? *state*? *theocratic*? *priestly*? *caste*?

6. Among what peoples of the East were women educated to some degree? Note the extent of their education in each instance.

7. Which nation of these may be said to have devoted most attention to the cultivation of memory? of reason?

8. Describe Chinese competitive examinations.

9. Give an account of Brahmanism and Buddhism and show their influence on the people of India.

10. Mention four points of excellence in Jewish education as outlined in the Talmud.

11. Which of the Oriental peoples was strongest in moral training?

12. Who was Zoroaster (Zor-o-ās'-ter)?

13. What nation originated geometry?

14. Describe the education of the lowest caste Egyptians.

15. Contrast the caste system of India with that of Egypt.

16. Describe fully the



ZOROASTER, 1000? ? B. C.

school training of a Chinese boy. How were Chinese schools supported? How were girls taught?

17. "Education in the East was limited to privileged classes, administered by the hieratic class; was in the main ethical, religious and prudential; and was administered so as to perpetuate class distinctions."—*Compayré*. Prove by illustrations from the educational history of each of the Oriental nations that the above facts were mainly true.

18. In what nation did the state itself greatly encourage education?

19. What people first made education compulsory and universal?

20. Show how, in the East, the general purpose of education was guidance rather than discipline or culture. What is the result of such instruction?

21. Account for the present conservatism of the Chinese.

22. What people cultivated a contemplative spirit? How did their education foster this?

23. Which Asiatic schools were supported in part by state aid?

24. Which nation encouraged the study of music?

25. Name eight characteristics of Asiatic education.

*Suggested reading*

Ten Great Religions.—*Clarke*.

The Jews under Roman Rule.—*Morrison*.

Historical Survey of Pre-Christian Education.—  
*Laurie*.

## SECOND EPOCH

CLASSICAL: GREECE AND ROME, FROM THEIR EARLIEST BEGINNINGS TO THE DOWNFALL OF THE WESTERN ROMAN EMPIRE, 476 A. D.

### Greece

1. Geography
  1. location, surface, political divisions, chief cities
2. Historical background
  1. legendary period
  2. rise of Sparta and of Athens
  3. Graeco-Persian wars; results
  4. supremacy of Athens
  5. Peloponnesian war
  6. supremacy of Sparta
  7. decline and fall of Greece
3. Civilization, etc.
  1. Greek independence of spirit
  2. development of democratic forms of government
  3. patriotism of the Greeks
  4. religion
  5. games: effect on the people
  6. slavery.
  7. progress in architecture, sculpture, literature, philosophy
  8. great Grecians: Homer, Solon, Lycurgus, Pericles, Socrates, Plato, Aristotle, Xenophon, Alexander the Great
  9. Athens
    1. culture and refinement of the Athenians
    2. achievements in art and literature
    3. their love for the beautiful

## 10. Sparta

1. three classes of citizens
2. martial life of the people
3. harsh, soulless training of her citizens

## 4. Education at Athens

1. aim (education of the whole man)
2. influences which affected education (slavery, form of government, temperament of the people, artistic and æsthetic ideals, etc.)
3. classes excluded from education (slaves and women)

## 4. Athenian schools

## 1. kinds

- a. elementary: reading, spelling, writing, arithmetic
- b. advanced: grammar, poetry, music, rhetoric, mathematics, philosophy, elocution, etc.
- c. gymnasia: supported by the state

## 2. Athenian school organization and methods of instruction

## 3. State supervision

## 5. great Athenian educators

## 1. Sōc'rates (B. C., 470-399)

- a. sketch of his life
- b. teachings
- c. methods of instruction: the Socratic irony and maieutics
- d. his contribution to education (the *development* method)



SOCRATES, 470-399 B. C.

2. Plato (B. C., 429-347)

- a. sketch of life
- b. connection with Socrates
- c. work as a teacher: the Academy
- d. as a writer.
  - a. the "Republic"



PLATO, 429-347 B. C.

A description of the ideal state and proper education therefor.

- b. the "Laws"

A description of the Athenian schools of his time

- c. pedagogy of Plato; its merits and defects

3. Aristotle (Ar'-is-tot'l B. C., 384-322)

- a. sketch of his life
- b. connection with Plato
- c. work as teacher; the Lyceum
- d. as a writer



ARISTOTLE, 384-322 B. C.

- a. *On education* (lost)

- b. *politics*

- c. many works on logic, ethics, rhetoric, natural science, etc.

e. as a scholar

Vast knowledge, researches in science, development of logic, etc.

(It is pretty definitely settled among men competent to form a judgment, that Aristotle was the best educated man that ever walked on the surface of the earth.—*Davidson*.)

f. pedagogy of Aristotle

a. end of education (useful and contented citizens)

b. subjects recommended

c. *natural* methods of instruction

d. education of women

e. merits and defects; influence on the world

g. greatness of Aristotle, "the intellectual Alexander"

4. Xenophon (Zen'-o-fon, B. C., 445-355)

a. sketch of life

b. connection with Socrates

c. works on education

a. *Cyropædia*—on ideal education

b. *Economics*—on education of women

d. criticism of Xenophon's pedagogy

5. Euclid

6. criticism of Athenian education

7. effects on the people of Athens

8. contributions of Athens to the world's civilization



## 5. Education at Sparta

1. Aim (to train citizens as soldiers)
2. influences affecting education (necessity of a nation of warriors, warlike nature of the Dorians, etc.)
3. rigid early training of youths
  1. in gymnastics and music
  2. in self-denial
  3. limited intellectual culture
  4. moral training
  5. female education
  6. control by state
4. merits and defects of Spartan education
5. results of this training on the Spartan people
6. Spartan educators
  1. Lycurgus (Ly-cur'-gus, ninth century, B. C.)
    - a. laws laid down for Spartans
  2. Pythagoras (Pÿ-thäg'-o-ras, 582-500 B.C.)
    - a. sketch of life
    - b. his school at Crotona
    - c. methods of teaching
    - d. subjects
    - e. leading characteristics of his pedagogy
6. Later Greek education in the East
  1. Alexandrian university



PYTHAGORAS, 582-500 B. C.

2. work of Ptolemy,  
Euclid, Strabo,  
Aristophanes
7. Criticism of Greek  
education
8. Advancement over  
Asiatic education
9. What the modern  
world owes to  
Greece



EUCLID?—? B. C.

### Questions for review and research

1. Who were the Sophists?
2. How were Athenian teachers paid? (*Ans.*—By fees.)
3. Show in how many ways the aim of Athenian education is shown to have been *the beautiful*.
4. What were the Olympian games?
5. Compare the first seven years of the Athenian child's life with those of the Spartan child; contrast their later education.
6. Describe an Athenian school; what was the Lyceum? the Academy? the Gymnasium?
7. How has Socrates influenced our modern methods of instruction? May all subjects be taught by Socratic questioning?
8. Name some branches in a modern school not pursued by pupils of ancient Athens.
9. Compare female education at Sparta with that at Athens.
10. Contrast Greek with Asiatic education as to aim, scope, results.

11. Name four noted Greek teachers and characterize the work of each. About how long before the Christian era did they live?

12. Describe the two chief writings of Plato and contrast them.

13. What educator used *harmony* as the basis of his instruction?

14. What distinguished pupil did each of the following instruct: Socrates? Plato? Aristotle?

15. Mention four respects in which Greek education excelled.

16. What Greek educator approached most nearly to the Asiatic ideal of *class* instruction?

17. Who was the most learned Grecian?

18. Describe the Alexandrian library and university.

19. Account for the fame of Socrates.

20. Give leading features in the pedagogy of Plato and of Aristotle and compare the work of these two philosophers.

21. Name four educational works by Greek writers and give name of author and character of each work mentioned.

22. What educator originated the first systematized plan of education?

23. Name four defects of Spartan education.

24. What Grecian made an important contribution to geometry?

25. What was an Athenian *pedagogue*?

### *Suggested Reading*

Education of the Greek People.—*Davidson*.

Old Greek Education.—*Mahaffy*.

Aristotle and Ancient Educational Ideas.—*Davidson*.

Plato's Republic.—*Jowett*.

Plutarch's "Lives".

Homer's Iliad—Translation.

Plato's Laws.—*Jowett*.

Aristotle's Politics.—*Jowett*.

Elementary Greek Education.—*Lane*.

## Rome

1. Geography of Italy: location, surface, cities
2. Historical background
  1. legendary period
  2. rise of the city of Rome
  3. struggles between the patricians and the plebians
  4. conquests of neighboring territory
  5. conquests in Africa, Greece, and Asia
  6. supremacy of the Roman republic
  7. Rome becomes an empire
    1. her greatness under the emperors.
    2. invasions by barbarians from the North.
  8. decline and fall of Rome
3. Civilization, etc.
  1. Roman religion
  2. Romans as warriors and law givers
  3. Literature, art, philosophy, etc.
    1. poverty in these at first
    2. influence of Greece on Rome
    4. importance of oratory in the Roman republic
4. Great Romans
 

Cæsar, Cicero, Augustus, Constantine, Seneca
5. Education at Rome
  1. In early times
    1. aim (utility)
    2. confined to the home

3. subjects (reading, writing, arithmetic, law)
4. military drill
5. education of women
6. results: "virtuous, stern, practical, robust, men; attractive, virtuous, strong, women"
2. In later times (modified by Greek influence)
  1. aim: polished orators and forensic pleaders
  2. classes educated
  3. schools
    - a. classes
      - a. primary: 7 to 12 years; under *literator*.  
Note curriculum, methods, etc.
      - b. secondary: 12 to 16 years; under *literator*; subjects
      - c. higher (definite preparation for his life work through practical contact with the forum, the Senate, the farm, or the military camp)
    - b. conduct of Roman schools; how supported
3. Roman educators

1. Cicero (Cic'-e-ro,  
B. C., 106-43)

- a. life
- b. distinction as statesman and orator
- c. as an educator
  - a. discussion of education in his writings
  - b. Cicero's pedagogy



CICERO, 106-43 B. C.

## 2. Seneca (B. C. 3 to A. D. 65)

- a. life
- b. Seneca as philosopher, educator, and writer
- c. his pedagogy



SENECA, 3 B. C.-65 A. D.

## 3. Varro

- a. as a writer of educational works on various subjects

## 4. Pliny the elder (27-79 A. D.)

- a. as a naturalist
- b. author of *Natural History*

## 5. Quintilian (35-95, A. D.)

- a. life
- b. work as teacher
- c. work as writer

*Institutes of Oratory*

- d. pedagogy of Quintilian; criticism

## 4. Criticisms on Roman education

## 5. Influence on the people of Rome

## 6. What the modern world owes to Roman civilization

### Questions for review and research

1. Give a full description of one work on pedagogy produced by a Roman.

2. Compare the number of educational writers in Rome with the number in Greece; account for the difference.

3. What was the chief aim in Roman education?

Prove this by reference to earlier and later periods in Roman history.

4. Name three ways in which Roman education was modified by that of Greece.

5. Compare the education of Grecian women with that of Roman women.

6. Who was a *literatus*? a *literator*?

7. What was the Augustan Age? Why is this a noted epoch in Roman history?

8. Make a careful comparison of early and later Roman education and describe the effect of each on the people.

9. Did the Roman emperors in general favor education? Cite proofs.

10. Who was the most eminent Roman philosopher?

11. Who was Plutarch? Why is he noted?

12. What period of Roman education may be compared to Spartan? What period to Athenian? Explain.

13. Compare the training of a Roman boy of the Augustan Age with that of a modern American boy.

14. Give author and a brief account of each of the following books by Roman writers: *Parallel Lives*; *Letters to Lucilius*; *Meditations*; *Institutes of Oratory*; *Of the Training of Children*.

15. The Romans were the law-givers of the world. Show how, from earliest times, Roman education tended to produce this result.

### *Suggested Reading*

Life of Cicero.—*Forsyth*.

Education of Children at Rome.—*Clarke*.

## THIRD EPOCH

### MEDIEVAL

#### *I. Earliest Christian Period, 1st century A. D. to 800 A. D.*

1. Historical background
  1. decline of the Roman Empire
  2. invasions of the barbarians: Goths, German tribes, Huns and Vandals
  3. fall of the Western Roman Empire, A. D., 476
  4. rise of Teutonic kingdoms among the Goths, Burgundians, Franks, Lombards and Anglo-Saxons
  5. conversion of these tribes to Christianity
  6. rise of Romance nations: Italy, Spain, France
  7. rise of Mohammedanism (7th century, A. D.)
    1. Mohammed (or Mahomet)
    2. extension of Saracenic doctrines
    3. conquest of Syria, Persia, Africa, and Spain
    4. battle of Tours (tōōr); importance
    5. characteristics of Mohammedanism
2. Social and religious life of the period
  1. growth of Christian ideas
    1. brotherhood of man and Fatherhood of God
    2. respect toward woman
    3. importance of the individual
    4. necessity of a pure life
  2. backward state of civilization; reasons



3. the spirit of asceticism
  1. rise of monasteries
3. Christ, the Founder of Christianity
  1. His great work on earth
  2. Christ as a Teacher
    1. His teachings
    2. His methods of teaching
4. Education of the period
  1. aim (to prepare for a future life)
  2. influences which affected education (new religion, opposition of the Pagan world to Christianity, lack of books, barbarous condition of European tribes)
3. Christian schools
  1. catechetical schools
    - a. purpose, subjects, etc.
    - b. the school at Alexandria
  2. monastic schools
    - a. purposes; subjects; methods of conducting; benefits
  3. church or parochial schools
4. Christian educators
  1. St. Jerome: life, writings, pedagogy
  2. Chrysostom (347-407)
  3. Basil the Great (329-379)
  4. Tertullian (150-230)
  5. St. Augustine: life, writings, pedagogy (354-430)
5. ancient Irish schools
  1. description
  2. their importance

6. summary of the work of education during the first eight centuries of the Christian era

## *II. Period of the influence of Charlemagne (800-900).*

### 1. Historical

1. the supremacy of the Franks after the Battle of Tours

1. Pepin as King of the Franks

2. Charlemagne, successor of Pepin

- a. his conquests in Italy, among the Germans, etc.

- b. Roman Empire in the West is restored, with Charlemagne as



CHARLEMAGNE, 742-814

Emperor; extent of this Empire

- c. death of Charlemagne; estimate of his work and his character

- d. division of Charlemagne's Empire; France, Germany, Italy

2. Conquest of England by the Danes

3. The Danes conquered by Alfred the Great.

### 2. Educational

1. work of Charlemagne for education

1. founds schools, etc.

2. favors increased education of the clergy and secular instruction in monasteries

3. realizes the value of a national system of education

4. becomes himself a student
5. Alcuin invited from England
  - a. founds Imperial school
  - b. his methods of instruction
  - c. importance of the work of Alcuin
2. work of Alfred the Great of England
  1. urges universal education among higher classes
  2. founds schools; possibly the foundations of Oxford university
  3. molds the institutions, manners and customs of the English people.

### *III. Period of the supremacy of Feudalism (900–1200)*

1. Historical background, etc.
  1. geography of Europe at this time
  2. lack of strong centralization of power
  3. rise of Feudalism
    1. definition of term
    2. feudal estates and castles
    3. chivalry and knighthood
  4. decline of Feudalism
    1. its merits and defects
    2. causes of its decline
  5. Norman conquest of England
  6. the Crusades
2. Education
  1. general character
    1. based on authority
    2. controlled by church, etc.; no state schools
  2. influences which affected
    1. the Christian church

2. Feudalism
3. the Crusades
3. schools
  1. church (monastic, cathedral, cloistral)
    - a. the "seven liberal arts"
      - a. the trivium
      - b. the quadrivium
    - b. methods; text-books, etc.
    - c. merits and defects
  2. Feudal or knightly education
    - a. schools (the castles)
    - b. studies (horsemanship, hunting, etiquette, chess, poetry, etc.)
    - c. three periods of a knight's education
    - d. education of women.
    - e. merits and defects of feudal education
  3. Burgher schools
  4. Mohammedan (Moslem or Saracenic) education
    - a. extent
    - b. schools
      - a. location
      - b. subjects
      - c. kinds
        - a. elementary
        - b. universities
    - c. their excellence
  - c. influence of Mohammedan education on Medieval Europe and on the world.

#### *IV. Period of the Universities and Scholasticism (1200-1500)*

1. Historical background
2. decline of Feudalism

2. growth and importance of Italian and German cities
3. the Crusades and their influence
4. rise of modern languages
2. Educational
  1. beginnings of the Universities
    1. description of a medieval university
    2. faculties, management, etc.
    3. methods of instruction
    4. location of chief medieval universities
    5. privileges granted them
    6. courses of study
  2. Scholasticism
    1. definition of the term
    - 2 the syllogism
    3. merits and defects
  3. the "Schoolmen"
    1. Abelard (1079–1142), his work, etc.
    2. Thomas Aquinas (1225–1274)
    3. Albertus Magnus (1193–1280)
    4. Duns Scotus (1265–1308)
  4. criticism of the education of the period



ST. THOMAS AQUINAS, 1225–1274

### Questions for review and research

1. Discuss the effects of early Christianity on education.

2. Describe the relation between church and school during the Middle Ages; account for this.

3. Describe the medieval University; compare with a modern university.

4. Define scholasticism; who were the Schoolmen? Name three of them.

5. Name the "liberal arts", classifying them in the usual manner.

6. Name and describe three well-known monastic orders of the Middle Ages.

7. Name three distinct services of the monastic orders to education.

8. Name five prominent leaders in educational work during the Middle Ages and characterize the work of each.

9. Name two noted books produced by writers of the Middle Ages.

10. When does the historical "Middle Age" close, according to text-books on general history?

11. Give an account of the earliest schools of Ireland; compare them with the contemporary schools of continental Europe and England.

12. Describe the manner of teaching Latin during medieval times.

13. What is meant by neo-Platonism?

14. What was the first form of Christian schools? What new ideas did they introduce?

15. Contrast the Christian with the Pagan schools of Rome.

16. Why was Latin so long the language of the schools of Europe?

17. Why did the early Christian educators abandon the pagan classics? Was this justifiable?

18. What two early Christian doctors were most strongly opposed to pagan literature? Name two who favored it.

19. Describe two of the writings of St. Augustine.

20. Describe the medieval course of study; the medieval school and text-books.

21. Estimate the importance of the work of Charlemagne and Alcuin. Why is the age of Charlemagne sometimes called a *renaissance*?

22. To what extent were women of medieval times educated? Give instances.

23. What was the effect of the Mohammedan movement?

24. Compare Moslem with Christian education during the Middle Ages. What is the present status of Moslem education?

25. What is the Koran?

26. Show the extent of the Mohammedan empire at the time of the Battle of Tours; what countries at present profess the Mohammedan faith?

27. What was the leading form of secular education during the Middle Ages? Compare it with that under the control of the church.

28. Was the Renaissance inaugurated by Charlemagne permanent?

29. What was the purpose of catechetical schools? Where was the most important one of these located?

30. Name four respects in which Christ's methods of teaching illustrate the best principles of pedagogy.

31. Define *Dialectics*.

32. Give three reasons why the early Christians were backward in intellectual development.

33. Who were the "Brethern of the Common Life"?

34. Name two famous centers of Mohammedan learning.

35. Name two noted medieval Christian universities.

36. Name some subjects originated by the Arabs.

37. Describe knightly or feudal education and state its purpose.

38. State and explain the effects of the Crusades on education.

39. What good influence did the "Schoolmen" exert?

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"The great work of the Middle ages was to Christianize Europe."—*Shoup*.

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### *Suggested Reading*

Rise and Early Constitution of Universities.

—*Laurie*.

History of Civilization.—*Guizot*.

Essays Educational.—*Bro. Azarias*.

The Crusades.—*Michand*.

Quintilian.—*Translation by Watson*.

Cyclopaedia of Education.—*Sonnenschein*.

Alcuin and the Rise of the Christian Schools.—  
*West*.

Abelard and the Origin and Early History of  
Universities.—*Compayré*.

Legends of Charlemagne.—*Bulfinch*.



## FOURTH EPOCH

### MODERN

#### *I. Period of the humanistic reformers or the Renaissance* (1500-1600).

Representative educators,—Erasmus, Sturm, the Jesuits.

##### 1. Historical background

##### 1. growth of modern nations

##### 1. England

*a.* the Magna Charta granted

*b.* rise of the House of Commons

*c.* the Hundred Years' War

*a.* chief events

*b.* results

*d.* the Wars of the Roses

*a.* results

*e.* growth of the English language and literature



GEOFFREY CHAUCER, 1340-1400



JOHN WYCLIFFE, 1320-1384

*a.* Chaucer and Wycliffe

2. France

*a.* the French and the Crusades

*b.* the States-general

*c.* effects of the Hundred Years' War

*d.* important reigns of Louis XI and Charles VIII

*e.* beginnings of French literature

*a.* Troubadours and Trouveurs

3. Germany

*a.* attempts of Otto the Great to renew the Roman Empire

*b.* foreign conquests

*c.* Germany broken into petty states

*d.* formation of the Swiss Republic

*e.* Austria gains the imperial crown

*f.* German literature

Niebulungen Lied and the Minnesingers

4. Italy

*a.* lack of nationality

*b.* importance and splendor of cities: Venice, Genoa, Florence

*c.* revival of classical learning

2. The discovery of America (1492)

3. Other noted voyages and discoveries

4. The Protestant Reformation

5. The ascendancy of Spain

1. Charles V

2. Philip II

3. the expulsion of the Moors

## 6. The English Reformation

### 1. Henry VIII, Mary Tudor and Elizabeth

## 2. Educational

### 1. the Renaissance

#### 1. causes

- a.* resemblance of Italy to ancient Greece,—  
a number of wealthy independent cities.  
(Here the Renaissance began)
- b.* dispersion of Greek scholars through the  
fall of Constantinople
- c.* recovery and study of the Greek and Latin  
classics
- d.* influence of the Saracenic schools
- e.* the Crusades
- f.* rise of modern European nations
- g.* rise of national languages and literatures
- h.* invention of the art of printing
- i.* beginning of intercourse among nations
- j.* geographical discoveries
- k.* decline of Feudalism
- l.* rise of great cities as centres of wealth  
and refinement
- m.* complete Christianizing of Europe

#### 2. The beginning of the Renaissance in Italy

- a.* Dante (1265) opens the way for Italian  
language and literature
- b.* Petrarch and Bocaccio (14th century),  
students of Latin and Greek
- c.* introduction of Greek teachers in the uni-  
versities
- d.* great achievements in Art

3. The Renaissance in Northern Europe
  - a.* intellectual awakening of all Europe
  - b.* Elizabethan literature in England
  - c.* Greek and Latin classics find a foothold in England
  - d.* great revival of classical learning in Germany
4. Character of the Renaissance
  - a.* revived study of classical languages and literature
  - b.* ancient authors given to the world
  - c.* pedagogical methods considered and definite preparation of teachers encouraged
  - d.* extension of secondary education to all classes proposed
  - e.* efforts to produce better text-books
  - f.* appearance of a few live, progressive teachers
5. Humanistic educators: Erasmus, Sturm,



VIVES, 1492-1540



AGRICOLA, 1443-1485

Luther, Vives, the Jesuits, Ramus, Rabelais, Melancthon, Ascham, Agricola, Reuchlin, Trotzendorf, Neander

# TABLED LIST OF HUMANISTIC EDUCATORS, SHOWING THEIR CONNECTION WITH THE RENAISSANCE IN EDUCATION

<i>Names</i>	<i>Nationality</i>	<i>Birth</i>	<i>Brief characterization</i>	<i>Writings</i>
<b>Erasmus</b> (Erasmus) <b>Luther</b>	Holland  Germany	1467-1536  1483-1546	Greatest classical scholar of the century. Founder of Protestantism; favored general elementary education. Satirist on scholastic education.	Text-books, logical arrangement of the classics for school use. Translation of the Bible into German. <i>taugendheit</i> .
<b>Rabelais</b> (Rabelais) <b>Montaigne</b> (Montaigne)	France  France	1495-1553  1533-1592	Essayist and advocate of <i>practical</i> education.	<i>a. Essays on Pedantry</i> <i>b. Instruction of Children</i> .
<b>Melanchthon</b> (Melanchthon) Vives (Vives) <b>Sturm</b>	Germany  Spain  Germany	1497-1560  1492-1540  1507-1589	Famous teacher, organizer, and author of text-books. One of the most noted pedagogues of 16th century. Most famous teacher and organizer of his time.	Text-books on Rhetoric, Physics, Ethics, etc. <i>Education of Women</i> . Other pedagogical works.
Ramus  <b>Jesuits</b> (Loyola) <b>Ascham</b> (Ascham) Agricola  Reuchlin	France  Spain  England  Germany  Germany	1515-1572  1540-1491-1556  1515-1568  1443-1485  1455-1522	One of the greatest French philosophers and teachers. Greatest of the teaching societies.  Most renowned English educator of the 16th century. First to introduce classical studies into Germany. German Humanist.	Text-books on Grammar, Logic, etc. <i>Ratio Studiorum</i> .  <i>Scholmaster</i> .
Probstendorf Neander	Germany Germany	1490-1556 1525-1565	Successful teacher. Noted teacher.	Text-books in Latin, Greek, and Hebrew. Text-books on Greek and Latin.

NOTE.—For careful study only those names in large type are to be taken.

### Study of the humanistic educators

Study each according to the following outline

1. Sketch of his life
2. Character of his educational work
3. Theories or reforms with which he was identified
4. His system of pedagogy
5. His writings
6. His influence

Group the educators of the sixteenth century around Erasmus, the best representative of humanistic thought regarding proper subjects of study, and around Sturm, who best represents humanistic ideals of school organization and discipline.



ERASMUS. 1467-1536

### Questions for review and research

1. Name five causes and five results of the great Renaissance.
2. What is the meaning of the term "Renaissance"?
3. Describe the state of education in Europe before the Renaissance.
4. "The Renaissance was not merely progress along the old lines; it was a revolution."—*Shoup*. Prove this statement.
5. Where did the Renaissance begin? How did it manifest itself there?

6. Name three leaders of the New Learning in Germany.

7. Why did the study of Greek and Latin literature give so great an impulse to European thought?

8. Did the *practice* of educational methods keep pace with the *theory* during the sixteenth century?

9. Give a sketch of the work of Erasmus, noting wherein he was representative of the highest phase of sixteenth century humanism.

10. Name some faults in medieval education, which the Renaissance educators sought to correct.

11. Describe the effect of the revival of learning on the universities.

12. Was female education advanced to any extent during the sixteenth century?

13. What are the "Humanities"?

14. What was the attitude of Erasmus toward female education?



RABELAIS, 1495-1553



LUTHER, 1483-1546

15. Describe the "Gargantua" of Rabelais.

16. Name three reforms in education advocated by Luther.

17. Who is called the Preceptor of Germany? (Melanchthon.)

18. Describe fully Melanchthon's system of school organization.

19. What other school organizer belongs to this period? How does his system of grading differ from that of Melanchthon?

20. Describe the work of Melanchthon as teacher and as writer.



MELANCHTHON, 1533-1592

21. Name some distinguished pupils of Melanchthon.

22. Describe the work of Sturm as teacher.

23. Describe fully the course of study in Sturm's Strasburg "Gymnasium"; criticise it.



STURM, 1507-1589



MONTAIGNE, 1533-1592

24. What was Sturm's ideal of an *educated man*?

25. Wherein did Montaigne differ radically from the other humanists in his theories of education?



26. Give a sketch of the life of Ignatius of Loyola.

27. Give an account of the founding and growth of the Jesuit order.

28. What was the "Saxony School Plan"?

29. Give a description of the Jesuit course of study as outlined in the "Ratio Studiorum".

30. Give a critical estimate of the work accomplished by the Jesuit schools.

31. Describe fully Ascham's special methods of instruction.

32. Among what educators was the professional training of teachers strongly advocated? To what extent were their teachers trained?

33. What educator most strongly advocated milder discipline?

34. What sixteenth century educator called attention most emphatically to the natural sciences?

35. Give the author and a brief description of each of the following works: Gargantua, On the Order of Studies, The Scholemaster, Ratio Studiorum, On the First Liberal Education of Children.



LOYOLA, 1491-1556



ASCHAM, 1515-1568

Write an essay characterizing the educational work of the reformers, and showing the status of educational thought at the end of the sixteenth century.

*Suggested Reading*

Essays on Educational Reformers.—*Quick*.

The Scholemaster.—*Ascham*.

Ascham and Arnold.—*Carlisle*.

Loyola and the Educational system of the Jesuits.  
—*Hughes*.

Rabelais.—*Besant*.

Essays Educational.—*Bro. Azarias*.

Montaigne on the Education of Children

Life of Erasmus.—*Le Clerc*.

## FOURTH EPOCH

### MODERN

#### *II. Period of the Innovators or the Reaction (1600-1700).*

Representative educator, Comenius.

##### 1. Historical background

###### 1. rise of the Netherlands

###### 1. wars with Spain

###### 2. treaty of 1609

###### 2. Catholics and Huguenots at war in France

###### 3. the Thirty Years' war

###### 1. causes

###### 2. leading events

###### 3. treaty of Westphalia (1648)

###### 4. effects of this war

###### 4. France under Louis XIV

###### 1. leading events of the period

###### 2. decline of France

###### 5. England

###### 1. reign of the Stuart kings

###### 2. civil war in England

###### 3. the Commonwealth (1649-1660)

###### 4. rise of Puritanism

###### 5. restoration of the Stuarts (1660)

###### 6. Revolution of 1688



COMENIUS. 1592-1671

7. reign of the Orange-Stuarts
8. literature in England during this period
6. intellectual activity in all European countries
2. Education
  1. chief features of the reaction against Humanism
    1. rise of philosophic thought, indirectly affecting education (Descartes, Locke, Malebranche)
    2. attempts to introduce real improvements in the methods and discipline of the schools
    3. attempts to enrich the courses of study beyond the limits of the classics
    4. conformity to Nature in the methods of instruction (inductive method); a return to nature for the material for instruction
    5. a study of the vernacular becomes part of the new curriculum
    6. an effort to introduce real, i. e., practical, utilitarian, studies into the schools
    7. cultivation of the perceptive powers of the pupils
    8. study of *things*, rather than of *words* (sense-realism)
    9. Latin and Greek confined to higher schools
    10. physical education thought of
  2. The "Innovators", leaders in the reaction against Humanism: Bacon, Milton, Comenius, Locke, the Port Royalists, the Oratorians, Fenelon, Ratke (or Ratich), La Salle and the Brothers of the Christian schools.

# A TABULATED LIST OF THE INNOVATORS

<i>Names</i>	<i>Birth Place</i>	<i>Date</i>	<i>Brief Characterization</i>	<i>Writings</i>
Racon	England	1561-1626	"Father of inductive," philosophy and <i>modern science</i> ."	1. <i>Essays</i> 2. <i>Acronum Organum</i>
Ratke	Germany	1571-1635	One of the earliest innovators; quick mastery of a language by <i>natural</i> method.	1. <i>Orbis Pictus</i> 2. <i>Great Didactic</i> 3. <i>Table of Tongues Unlooked</i> , etc.
Comenius (Komin-Do-us)	Moravia	1592-1670	Most renowned educator of seventeenth century; <i>sense</i> instruction.	1. <i>Didactic on Education</i> 2. <i>Paradise Lost</i> , etc.
Milton	England	1608-1674	Great writer and educational reformer; believed in a very broad education.	Books on methods, etc.
The Oratorians (Lamy, etc.) (Lamy)	France	1614-	Truth seekers.	
The Port-Royalists (Pascal, Nicole, etc.) (No-kol)	France	1613-1660	Ascetics; object teaching; development of the faculties.	1. Port-Royal "Logic" 2. Many excellent text books.
Pencion (Pen-eh-ion)	France	1651-1715	Greatest Catholic educator of the 17th century; indirect instruction	1. <i>Telenchus</i> 2. <i>Didactics of the Priest</i> 3. <i>on the Education of Girls</i>
Christian Brothers (La Salle, 1651-1719)	France	1681	Marked improvement in primary schools and methods of teaching.	1. <i>Conduct of Schools</i>
Locke	England	1632-1704	Greatest English philosopher and psychologist; he aimed at the <i>practical</i> .	1. <i>Essay on the Human Understanding</i> 2. <i>Thoughts concerning Education</i>

## Study of the Innovators

Study each of the names in the table according to the following outline:

1. Sketch of his life
2. Character of his educational work
3. Theories or reforms with which he was identified
4. His system of pedagogy
5. His writings
6. His influence

## Questions for review and research

1. Show how Montaigne and Rabelais anticipated the ideas of the Innovators.

2. Name five reforms in education insisted upon by the Innovators.

3. What are *real* studies?

4. Make a careful comparison of the education advocated by the Reformers and that advocated by the Innovators, showing the difference between Humanism and Realism.

5. To the cultivation of what mental power would the Innovators give special attention?

6. Name three errors of the Innovators in matters pertaining to education.

7. Show why Ratich is sometimes called the first of the Innovators.

8. Name some useful principles enunciated by Ratich. Why did he fail as a teacher?

9. Show how Bacon influenced Comenius; how

Ratich influenced Comenius.

10. Give a sketch of the life and character of Comenius.

11. Describe Comenius's plans for school organization. What educators before his time presented similar plans?

12. Give an account of each of the writings of Comenius, showing its purpose and scope.

13. State your idea of what is meant by *inductive methods*.

14. Compare the pedagogy of the seventeenth century educators; note points of resemblance and of difference, and show wherein each represents the spirit of the Innovators.

15. What educators inspired the great writings of Comenius?

16. Show how each of the educators of this century was *utilitarian* in his views of education.



FRANCIS BACON, 1561-1626



RENÉ DESCARTES, 1596-1650



JOHN MILTON, 1608-1719

17. Give a brief account of Descartes and the Cartesian philosophy.

18. What was Milton's idea of a well-organized school?

19. Name three principal contributions to pedagogy made by the Port-Royalists.

20. Describe Milton's plan of education and his chief suggestions as to proper methods of teaching.

21. Show how Locke's life and environment colored the scheme of education set forth in his pedagogical writings.

22. What is Locke's idea of a complete education, and how would he secure this?

23. Mention three points of excellence and three faults in the schools of Port-Royal.

24. Who organized the first normal school? (La Salle, 1684).

25. Give an account of the work of the Fathers of the Oratory.

26. Who is the first modern educator to treat exhaustively of the education of women? What was the state of female education at this time? Describe this educator's scheme to improve it.



JOHN LOCKE, 1632-1704



JOHN BAPTIST DE LA SALLE.  
1651-1719



27. "Fenelon exemplifies the molding power of education." Describe fully how he does this.

28. Give an account of the work of La Salle, especially in his efforts for the improvement of teachers.

29. What schools first used *phonetic* spelling?

30. Name four distinguishing points in Fenelon's pedagogy.



FENELON, 1651-1715

31. Give the author and a brief description of each of the following: *Telemachus*, *Thoughts Concerning Education*, *Novum Organum*, *Dialogues of the Dead*, *On the Human Understanding*, *Tractate on Education*, *Gate of Tongues Unlocked*, *On the Education of Girls*, *Magna Didactica*, *Orbis Pictus*.

32. Write an essay showing the advance in educational thought between 1600 and 1700.

33. Of the following branches of study—Languages, Mathematics, History, Science, and Literature—show the relative importance in schools at the close of the seventeenth century.

### *Suggested Reading*

Essays on Educational Reformers.—*Quick*.

John Amos Comenius.—*Laurie*.

*Orbis Pictus* of Comenius.—*Bardeen*.

The Place of Comenius in the History of Education.—*Butler*.

The Text-books of Comenius.—*Maxwell*.

Comenius and the Beginning of Educational  
Reform.—*Monroe*.

Education of Girls.—*Fenelon*.

Port-Royal Education.—*Cadet*.

Locke's On Education (notes by R. H. Quick).

## FOURTH EPOCH

### MODERN

#### *III. Period of Revolutionary ideas (1700-1800)*

Representative educator, Rousseau.

##### 1. Historical background

###### 1. England

1. Parliament gains the ascendancy (Bill of Rights)

2. reign of Queen Anne

3. American and Irish Revolutions; results

###### 2. Prussia becomes supreme among German states

1. the "Great Elector" and his successors

2. War of the Austrian Succession and the Seven Years' War

###### 3. France

1. the great French Revolution (1789-1799)

a. the Bourbon kings and the nobles

b. causes of the Revolution

c. the National Assembly

d. destruction of the Bastille

e. flight of the king

f. the Legislative Assembly—three divisions

g. National Convention; republic established; execution of the king

h. the Reign of Terror

- i.* the Directory
  - j.* Napoleon becomes consul of France, 1799
- 4. results of these revolutions
- 2. Social conditions in Europe
  - 1. great unrest of the people
  - 2. oppression of lower classes by the higher
  - 3. attempts of the common people to secure their rights
  - 4. attitude of the French revolutionists toward educational reform
- 3. Education
  - 1. Chief features of education
    - 1. influenced greatly by the social and political conditions of the Age
    - 2. little progress made
    - 3. great dissatisfaction; radical changes suggested
    - 4. schools and school systems begin to show the results of the teachings of the reformers and the innovators
  - 2. Educational movements
    - 1. The Pietists
      - a.* founding by Spener
      - b.* doctrines and purpose
      - c.* Francke, 1663-1727
        - a.* life
        - b.* services to education
        - c.* pedagogy of Francke
        - d.* Pedagogium and other institutions at Halle

## 2. The Real-School movement

a. meaning of the term *Real-School*

b. connection of Francke, Weigel and Semler with the movement



AUGUST HERMAN FRANCKE.  
1663-1727

c. founding of other real-schools

d. relation to present educational conditions in Germany

## 3. The Philanthropinic movement

a. meaning of *Philanthropin*

b. fundamental ideas of the Philanthropinists

c. Basedow (Bä'-zeh-dō, 1723-1790)

a. life

b. founding of the Philanthropin

a. how conducted

b. its decline

c. its fame and influence

c. Basedow's pedagogy

d. Basedow's pedagogical work

4. other individual educators: Rollin, Rousseau, Kant



JOHANN BERNARD BASEDOW.  
1723-1790

## TABULATED LIST OF 18TH CENTURY EDUCATORS

<i>Name</i>	<i>Birthplace</i>	<i>Date</i>	<i>Brief Characterizations</i>	<i>Writings</i>
Rollin	France	1661-1741	Teacher in University of Paris; historian; pedagogical writer.	1. <i>Ancient History</i> . 2. <i>Treatise on Studies</i> .
Francke (Fränk- keh)	Germany	1663-1727	Connected with Pietist and Real School movements.	
Rousseau (Ru-sō')	France	1712-1778	Most renowned educational writer of the 18th century.	1. <i>Emile</i> . 2. <i>Confessions</i> .
Basedow	Germany	1723-1790	Founder of the Philanthropin.	1. <i>Treatise on Schools and Studies</i> . 2. <i>Method Book</i> . 3. <i>Elementary book</i>

**Study of eighteenth century educators**

Study each according to following outline:

1. Sketch of life.
2. Character of his educational work.
3. Theories or reforms with which he was identified.
4. His pedagogy.
5. His writings.
6. His influence.

**Questions for review and research**

1. Show fully how the social and political conditions of Europe in the eighteenth century colored the educational thought of the time.
2. What new turn was given to the *humanities* during this century? (The classics were studied for *culture*.)
3. What new spirit was introduced into the universities? (Freedom of investigation.)

4. Show how Comenius paved the way for the Real-School.

5. Show how Rousseau was the precursor of the Philanthropinists.

NOTE.—Notice the difference between Rousseau, who simply expounded theories, and the Pietists and Philanthropinists, who actually set out to carry these reforms into effect.



JEAN JACQUES ROUSSEAU, 1712-1778



CHARLES ROLLIN, 1661-1741

6. Make a comparison of the work of Rollin and that of Ratich.

7. Show wherein, according to the later humanists, lies the true value of a study of the Greek and Latin classics.

8. Distinguish clearly between the educational ideals of these humanists and of the Realists.

9. Give a full description of Rousseau's "Emile"; criticise it and show why it is considered so remarkable and why it has had so great influence.

10. Did Rollin give any new principles to the world? What *old* principles did he emphasize?

11. Contrast Rollin's *Treatise* and Rousseau's *Emile*.

12. Name three great educational principles which Kant especially emphasized.

13. Give reasons for the decline of Basedow's school; what evils in the education of the time had he sought to correct? with what success?

14. Note any efforts for the better training of teachers, which belong to the eighteenth century.

15. Give a full account of the *Pietist* and of the *Real School* movements.

16. Which ones of the eighteenth century educators were practical teachers?

17. What was Rousseau's idea of the proper education of women?

*Suggested Reading*

Rousseau's *Emile*.—*Payne*.

Educational Reformers.—*Quick*.

Rousseau and Education according to Nature.—

*Davidson*.

History of Modern Education.—*Williams*.

Basedow.—*Lang*.



## FOURTH EPOCH

### MODERN

#### *IV. Nineteenth Century period (1800—*

Representative educators: Pestalozzi and Herbart.

##### 1. Historical

1. Attainment of political and religious freedom among the nations of Europe

1. In England

- a.* growth of the spirit of liberalism
  - a.* reform bills of 1832, 1867, and 1884
  - b.* growth of religious freedom
  - c.* extension of the British Empire

2. In France

- a.* changes in form of government in early part of nineteenth century
- b.* the Franco-Prussian war
- c.* final establishment of the French republic

3. In Germany

- a.* attainment of unity among the German states
- b.* establishment of the German Empire

2. Wonderful prosperity and growth of liberty in the United States of America

##### 2. Educational

1. Chief features of the nineteenth century educational movement. (Quoted from Davidson)

1. Advance with reference to instructors (training of teachers)
2. Advance with reference to the instructed (extension of education to all classes)
3. advance with reference to the matter of instruction (broadening and enriching courses of study)
4. advance in methods of instruction
5. advance with reference to the end of education

(For a very full discussion of nineteenth century characteristics, the student is referred to Williams's History of Education, Chapters XV–XXI.)

2. Educational leaders: Pestalozzi, Froebel, Herbart, Mann, Spencer, Jacotot, Arnold, Bain

### **Study of nineteenth century educators**

Study each of the above educators from the following outline:

1. Sketch of his life.
2. Character of his work as educator.
3. Theories or reforms with which he was identified.
4. His system of pedagogy.
5. His writings.
6. His influence.

NOTE—Group the educators of this century around Pestalozzi, who represents the *emotional* side of educational reform, and Herbart, who represents the *scientific*; show how each of the nineteenth century educators represents some of the characteristics of the century, as previously given.

# TABLED LIST OF NINETEENTH CENTURY EDUCATORS

<i>Names</i>	<i>Birth Place</i>	<i>Dates</i>	<i>Brief Characterization</i>	<i>Writings</i>
Pestalozzi (Pestalöti-Johann)	Switzerland	1746-1827	Originator of the educational revival of the 19th century; application of the principles of Comenius and Rousseau.	1. <i>How Gertrude Teaches Her Children</i> , 2. <i>Leonard and Gertrude</i> .
Pestalöti (Pestalöti-Johann)	Germany	1782-1852	Founder of the kindergarten	1. <i>Education of Man</i> , 2. <i>Songs for Mother and Nursery</i> .
Heflert (Heflert-Johann)	Germany	1776-1844	Founder of the science of pedagogy.	1. <i>General Pedagogy</i> 2. Other essays.
Mann	Massachusetts, U. S. A.	1796-1859	Most influential in establishing the common school system and the normal school system in America.	1. Annual reports, etc.
Jacodot	France	1770-1840	Noted for his peculiar methods and his paradoxes.	1. <i>Universal Instruction</i> .
Spencer	England	1820	Great English philosopher.	1. <i>Education</i> .

### Questions for review and research

1. Name all the distinguishing features of educational work in the nineteenth century.

2. Name some new branches of study that have been introduced into schools within the past century.

3. Give an account of the philosopher Kant, and show his influence on 19th century pedagogy.

4. Compare the work of Pestalozzi with that of Rousseau.

5. Show how advances have been made during this century in the professional training of teachers; name five means by which this has been secured.

6. Name three means by which the teachers of to-day are enabled to use better *methods* of teaching than those of twenty-five years ago (better text-books, better equipment in schools, etc.; name others.)

7. Give an outline of the work of Pestalozzi as teacher.

8. Find in some atlas the map of Switzerland and locate thereon the scenes of Pestalozzi's labors, Burgdorf, Stanz, Yverdun, etc.

9. Briefly summarize the peculiar traits of Pestalozzi's character, and show how



IMMANUEL KANT. 1727-1804



JOHN HENRY PESTALOZZI, 1746-1827

these were favorable or unfavorable to his success as teacher.

10. Give a description of the two leading books by Pestalozzi; show how they were inspired by the conditions of the time in which he lived, and explain their influence.

11. Give an account of Pestalozzi's work at Stanz; at Yverdun.

12. Give five leading principles of the pedagogy of Pestalozzi.

13. Account for the fame of Pestalozzi.

14. What is the underlying principle of Froebel's pedagogy?

15. Give a sketch of the life of Froebel.

16. Give a description of Froebel's probable idea of a kindergarten. Show the fitness of the term, *kindergarten*.

17. Describe a modern kindergarten.



FREDERICK FROEBEL, 1782-1852

18. Give an account of the connection of Froebel and Pestalozzi.

19. What is the purpose of a kindergarten?

20. What other great educator was undoubtedly influenced by Pestalozzi?

21. What are the *gifts* of Froebel?

22. Name three of the "paradoxes" of Jacotot.

23. Name two prominent English educators of this century and give the chief features of the pedagogy of each.

24. Briefly characterize the work of Alexander Bain; of Bell; of R. H. Quick; of Dr. Arnold; of Lancaster.

25. Discuss the value of Mann's work for education.



JOSEPH JACOTOT, 1770-1840



ANDREW BELL, 1753-1832



JOSEPH LANCASTER, 1778-1838



THOMAS ARNOLD, 1795-1842

L. of C.



HORACE MANN, 1796-1859



ALEXANDER BAIN, 1818-



R. H. QUICK, 1831-1891

26. Describe the practice-school of Herbart.

27. What tendencies in modern education are traceable to Herbart?

28. Give an account of some of the leading features of Herbart's psychology.



JOHN FREDERICK HERBART, 1786-1841



HERBERT SPENCER, 1820-

29. What is Spencer's standard of a complete education? How would he secure this?

30. Criticise Spencer's plan of education.

31. Name two pedagogical works produced during the nineteenth century in Europe; three in America; two in Germany; two in France. Briefly describe each.

32. Name five standard works on pedagogy published within the past ten years.

Write an essay on modern tendencies in education.

*Suggested Reading*

*The Outlook*, closing chapter of Davidson's *History of Education*.

The Education of Man.—*Froebel*.

Pestalozzi—His Life and Work.—*DeGuimps*.

Essays on Educational Reformers.—*Quick*.

Herbart's A. B. C. of Sense-Perception.—*Eckoff*.

An Old Educational Reformer—Dr. Andrew Bell.  
—*Meiklejohn*.

How Gertrude Teaches her Children.—*Pestalozzi*.

Leonard and Gertrude.—*Pestalozzi*.

Autobiography of Friederich Froebel (translated  
by Michaelis and Moore).

Froebel's Letters on the Kindergarten.

Kindergarten System, its origin and development.—*Hanschmann*.

The New Education.—*Meiklejohn*.

Herbart's Letters and Lectures (published by C.  
W. Bardeen).

Herbart and the Herbartians.—*DeGarmo*.

The Education of Man.—*Froebel*.

Letters on Early Education.—*Pestalozzi*.

Systems of Education.—*Gill*.

Education, Intellectual, Moral, and Physical.—  
*Spencer*.

The Kindergarten System in a Nutshell.—*Smith*  
(reprinted from the Ladies' Home Journal).

Kindergarten Principles and Practice.—*Wiggins*  
and *Smith*.

Introduction to Herbartian Principles of Teaching.—*Dodd*.



## EDUCATION IN THE UNITED STATES

### 1. Colonial

#### 2. In New England

1. establishment of Boston Latin School, 1635
2. founding of Harvard College, 1637
3. General Court of Massachusetts enacts the first school laws, 1642, 1647.
4. Yale College founded, 1701
5. general state of education in New England during colonial times

#### 2. In the Middle Colonies

1. Dutch schools in New York
2. English schools in New York
3. colleges—Princeton, N. J., 1746, Kings (now Columbia), N. Y., 1755
4. state of education in Pennsylvania, New Jersey and Delaware.

#### 3. In the South

1. general lack of common education
2. founding of William and Mary's college, Virginia, 1692
4. Summary of educational conditions in America during the colonial period; comparison of education in New England, in the Middle States and in the South.

### 2. National

1. general growth of education in the United States

2. national measures favoring education
  1. reservation of sections of townships on the western territory, for school purposes, 1785
  2. Congress divides national surplus among the States for educational purposes, 1836
  3. grant of "land scrip" for the establishment of agricultural colleges, 1862
  4. creation of the national "Bureau of Education", 1867
3. Features of educational advancement in the different States
  1. great increase in the number of colleges and universities
  2. extension of common schools
  3. passage of "compulsory education" laws
  4. changes in courses of study
  5. increase of industrial schools
  6. co-education of the sexes
  7. philanthropic gifts to education
4. American educational leaders
  1. Mann—his life and work
  2. Barnard—his life and work.

### Questions

1. What was the *New England Primer*?
2. In early New England what subjects were taught in the elementary schools? In the higher schools? What was a Latin school and its purpose?
3. What American college received aid from England? (William and Mary.)
4. To what extent were girls educated in colonial days in America?

5. Account for the general apathy of the South in matters of education.

6. What law is considered the beginning of the American common school system? Give some leading provisions of this law.

7. Give a sketch of the life of Horace Mann and an estimate of his services to American education.

8. What contribution to educational literature was made by Henry Barnard?

9. What is the purpose of the United States Bureau of Education?

10. Name some men who are prominent to-day in American educational circles.



HENRY BARNARD, 1811-1900

*Suggested reading*

Education in the United States.—*Boone*.

Horace Mann.—*Harris*.

Educational Work of Henry Barnard.—*Monroe*.

Life of Horace Mann.—*Mrs. Mann*.

History and Science of Education.—*Shoup*.

## EDUCATION IN NEW YORK STATE .

1. Period of Dutch supremacy
  1. interest of the Dutch colonists in education
  2. Adam Roelandson, the first Dutch schoolmaster
  3. founding of the School of the Collegiate Reformed Church of New York, 1633
  4. Latin school established, 1658
2. Period of English supremacy
  1. temporary decline of interest in education
  2. first Public School Act, 1702
  3. Free Grammar school founded, 1702
  4. founding of King's College (now Columbia), 1754
  5. indifference to education during the Revolution
  6. wretched condition of the schools at the close of the Revolution
3. Period of Statehood
  1. Revival of learning after the Revolution
    1. Kings College becomes Columbia
    2. State Board of Regents created, 1784
      - a. purpose
      - b. powers
  2. Strong efforts to secure better educational conditions in New York
    1. As to supervision

a. Gideon Hawley appointed superintendent, 1812

b. supervision transferred to the secretary of state, 1822

c. provision made for superintendents of schools in counties, 1841 (repealed, 1847)



GIDEON HAWLEY, 1785-1870

d. Department of Public Instruction created, 1854

Victor M. Rice,  
first superintendent

e. office of school commissioners for counties created, 1856

2. As to technical training of teachers



VICTOR MOREAU RICE, 1818-1869

a. Regents authorized to provide for Teachers' Classes in Academies, 1834 (first classes organized, 1835)

b. first Teachers' Institute at Ithaca, 1843

c. first Normal School, at Albany, 1844

d. establishment of other Normal Schools

3. As to support of education by State
  - a. Law of 1795; annual appropriation of \$100,000 for five years
  - b. failure to continue this appropriation, 1800
  - c. permanent school fund established, 1805
  - d. struggle for free schools
    - a. the "rate bills"
    - b. legislature establishes the free school fund, \$800,000 to be raised annually for schools.

NOTE—This has since been changed to a percentage of the valuation of State property, fixed by the legislature.)

- c. free schools secured, 1867.
4. As to direct improvement of the schools
  - a. introduction of the "Lancastrian" system by Superintendent Hawley
  - b. appropriation of \$55,000 annually for school libraries
  - c. gifts of Gen. James Wadsworth.
3. Recent advances in educational lines
  - a. organization of Educational associations
    - a. State Teachers' Association, 1830
    - permanent organization, 1845
  - b. University Convocation, 1863



JAMES WADSWORTH, 1768-1844

- c.* Conference of Associated Academic Principals, Grammar School Principals' Association, State Music Teachers, State Science Teachers, etc.
- d.* Compulsory Education Law, 1894
- e.* Training Classes transferred to the Department of Public Instruction, 1889
- f.* uniform licensing of teachers
- 4. Educators of New York State
  - a.* David P. Page (1810-1848)



DAVID PERKINS PAGE, 1810-1848



EDWARD AUSTIN SHELDON, 1823-1897

- a.* life
- b.* educational work
- b.* Edwin A. Sheldon (1823-1897)
  - a.* life
  - b.* work
- c.* Miss Anthony, Miss Willard.

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4. *Sketches from the History of Education.* By W. N. HAILMANN. Paper, 8vo, pp. 39. 20 cts.

This treats particularly of Luther, Bacon, Pestalozzi, Girard, Diesterweg, and Froebel.

5. *History of the Philosophy of Pedagogics.* By Prof. C. W. BENNETT. Leatherette, 16mo, pp. 43. 50 cts.

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## OPINIONS OF CADET'S PORT ROYAL EDUCATION

Last, but by no means least, in interest among these educational histories we name Port Royal Education. An intensely interesting exposition of the methods in this famous school, which will not only interest teachers, but prove a wholesome corrective of some of the one-sided and ill-balanced conceptions of education which gained currency later in France.—*Independent*.

"In 1637 there was a celebrated community of recluses known as *Petites Écoles* of Port-Royal, who have a well-deserved place of honor in the history of pedagogy. Their founder believed 'that the guidance of the most tender soul is a greater thing than the government of a world.' The realization of the dignity of the teacher and his worth to the world seems to have first found a place in public consideration at this period. This volume, Port-Royal Education, contains a history of the movement and sketches of the different leaders. The book will supply a valuable link for the owners of pedagogical libraries and for every student of the history of education."—*Primary Education*.

"As the author says in his introduction, 'the *Petites Écoles* of Port-Royal had but a short and troubled existence', yet in the few years from their foundation in 1637 (real organization, 1646) to the year 1661, when they were closed by the king's command, they made for themselves an honorable place in the pedagogic world, and lighted a brilliant torch of reform in methods of teaching which is not yet quenched. The character of its masters and of the books which they produced was high, and was the outcome of an inspiration of the abbe of Saint Cyran, who was so profoundly moved by the importance of the education of the young that he would have gladly devoted his life to it, but his arrest and detention by Richelieu (1638), whom he survived but a short time, frustrated his plans. Among those who carried out his ideas in the schools, and who left many valuable contributions to the literature of pedagogy, as well as theology, are Lancelot, Nicole, Coustel, Guyot, Arnould, and Wallon de Beaupuis. \* \* \* The influence of the writers of Port-Royal on the language of their countrymen was lasting and powerful and was even imitated by the Jesuits, who were their bitter enemies and detractors, and to whom the closing of the school is probably due. Among the brilliant pupils (and subsequent writers) of the Port-Royal schools may be named Jerome Thierry Bignon, Racine, Le Main de Tillemont, and Boisguilbert. To name the valuable works of an educational nature emanating from the hearts and brains of these devoted 'solitaires' would be too lengthy a task, but the principles they had laid down as to the teaching and management of children should be read of all who have a genuine interest in educational matters which leads them to profit by good ideas on these subjects, whatever the date may be when they were given to the world. When one considers that the founder and inspirer of the '*Petites Écoles de Port-Royal*' expressed himself 'that one of the greatest consolations we could have in dying was that we had contributed to the good education of some child,' one cannot fail to see that much benefit is to be derived from an earnest perusal of this sympathetic account of the whole movement."—*New England Journal of Education*.

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In the feature of educational news it has never had a rival. Its chronicles of what has happened in New York schools since its establishment are unmatched in educational literature, and it has taken note of whatever has happened in other States that involved general principles. It is abundantly illustrated, especially in portraits, of which 307 appeared in its 26th volume.

Its Current Topics give a chronicle of what occurred during the preceding month with forcible terseness, and in a perspective that brings the important events clearly to the front, adding maps wherever necessary. For the instruction of classes in this branch, now commonly recognized as essential, and for preparation for teachers examinations, the Current Topics as here presented have been declared to be the best anywhere to be found. In New York they are of especial value in preparation for the Uniform Examinations, as the Bulletin is issued on the first day of *every* month of the year (not for ten months only), and thus presents the news fresh and up to date.

It publishes quarterly all the Uniform Examination questions and answers of the preceding month, with all the illustrations in drawing and other subjects. It publishes all the questions given at the examinations for State Certificates, the circulars and legal decisions issued by the Department of Public Instruction, and the circulars and news of the Regents of the University, conducting Official Departments for both offices.

It is therefore primarily an educational journal for New York teachers, and is meant to be a journal no New York teacher can afford to be without. But teachers in other States will find it of great service, both for the intrinsic value of its contents, and for the vivid picture it gives of educational progress in the Empire State,

## Books for Training Classes

1. *The Uniform Question Supplements*, since 1894 (Nos. 5-10, 50 cts. each in manilla or \$1.00 in cloth) give the training class questions and answers for each year as well as the uniform questions. These are also given in the separate volumes at 25 cts. each in American History, Arithmetic, Art of Questioning and History of Education, Civil Government, Geography, Grammar, Methods and School Economy, Physiology, and School Law; and in Drawing, 1896 to 1899, 50 cts. in manilla or \$1.00 in cloth. In many ways these questions and answers are an indispensable preparation. It would be well if every member of the class were required to own the Supplement for the preceding year.

2. *Current Topics* may best be prepared by reading *The School Bulletin*, \$1.00 a year, or 10 cents a number. For each examination the numbers for that month and for the two preceding months should be read. Any one who will take the trouble to compare the questions in *Current Topics* for the past ten years with the *Current Topics* given in the *School Bulletin* will be surprised to see not only how fully all the questions are answered, but also how little is given not called for in the questions. *There has not been an examination in this subject that an intelligent person could not pass after spending an hour in reading the three preceding numbers of the School Bulletin.*

3. *Williams's History of Education*, \$1.50. This is the only book that meets the requirements, as it is the only one that gives the history of education in New York State, on which there are always questions.

4. *Bardeen's School Law*, 50 cts. in manilla or \$1.00 in cloth, is the only text-book on the subject published.

5. *Northam's Civil Government*, 75 cts., is the only text-book published which gives at all adequately the civil government of New York State, on which most of the questions are based.

6. *Hendrick's History of the Empire State*, 75 cts., was reported in the last Regents' report to be used in 547 schools, while 7 other text-books were used altogether in 7 schools.

7. *Bardeen's Geography of the Empire State*, 75 cts., is the only text-book published or revised in recent years.

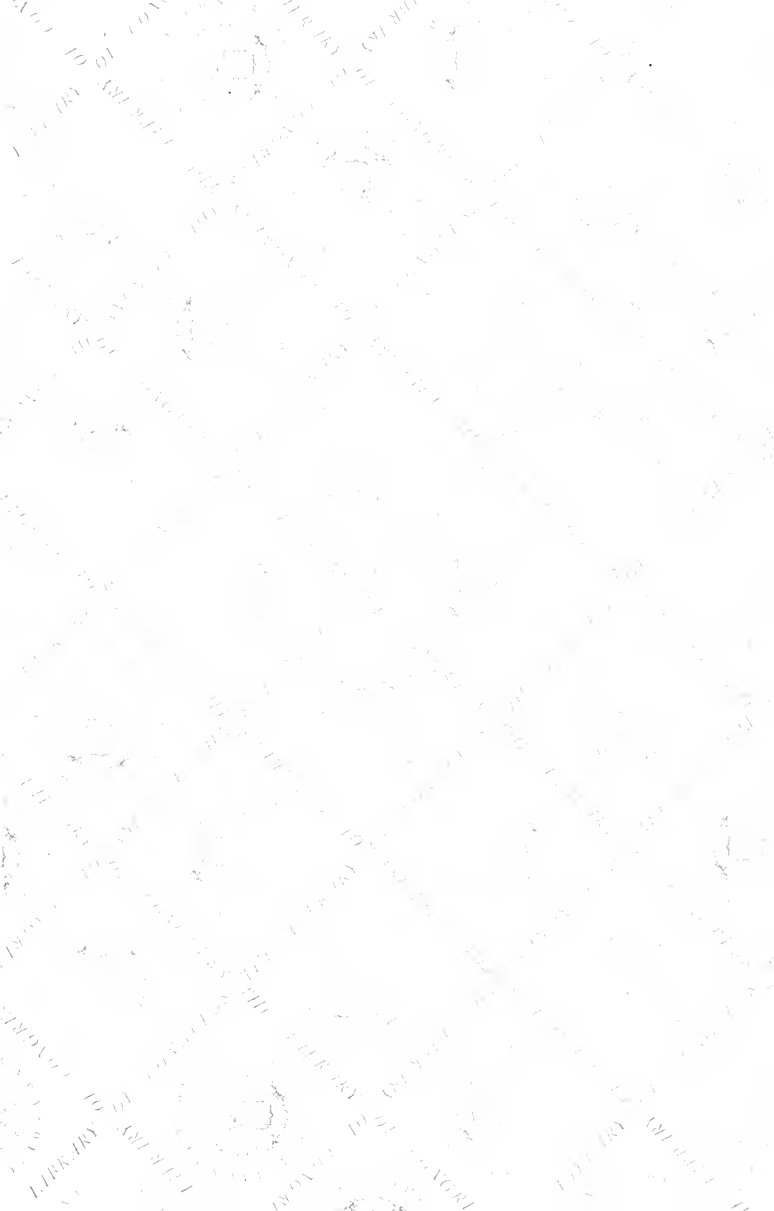
8. *Curtiss's Ninety Lessons in Arithmetic*, 50 cts., was prepared by E. Curtiss, the former inspector of training-classes, and Anna Eggleston Freedman, the most popular of all New York's institute conductors, expressly for training class work. A new edition has just been issued.

9. *Lester's Problems in Arithmetic*, paper 25 cts., cloth 50 cts., was also prepared expressly for this work by a well-known principal, school commissioner, and superintendent.

10. *Roat's Helps in English Grammar*, paper 25 cts., cloth 50 cts., was also prepared in the class room for training class work.







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